DOCUMENT RESUME

ED 403 248 SP 037 108

AUTHOR Fasko, Daniel; And Others
TITLE Education Competencies: Graduates' and Supervisors' Perceptions.
PUB DATE Nov 96
NOTE 41p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Beginning Teachers; Elementary Secondary Education; Higher Education; *Knowledge Base for Teaching; Preservice Teacher Education; Program Effectiveness; *Student Teachers; Surveys; Tables (Data); *Teacher Attitudes; *Teacher Competencies; *Teacher Education Programs
IDENTIFIERS Kentucky

ABSTRACT

Most teacher educators agree that their students need to learn general pedagogical knowledge, the pedagogical knowledge specific to their content area, and general classroom management. Beginning teachers and student teacher supervisors were asked their perceptions of the importance of various educational competencies and the university's effectiveness in teaching them. Education graduates from 1992-93 (n=251) received the Teacher Education Graduates Survey and were also asked if the Employer Assessment Survey could be sent to their supervisors. Fifty-seven surveys were returned, a response rate of 23 percent. The number of supervisor survey returns was considered too small and too inconsistent to be reported. The majority of graduates responded that the competencies required in the teacher education program are important or very important and that core competencies were taught effectively or very effectively. Fifty-three percent responded that the student teaching experience was a strength of their teacher preparation and 34 percent responded that exposure to a variety of teaching methods was important. Seventy-four percent of respondents indicated that their education courses were either not difficult or only somewhat difficult. Data are provided in four tables; an appendix includes the student and supervisor survey forms. (Contains 15 references.) (JLS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 403 248

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY
DANIEL FASKO, JR.
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Education Competencies : Graduates' and Supervisors' Perceptions

Daniel Fasko, Jr., Jeanne Osborne, and Deborah Grubb

Paper presented at the annual meeting of the Mid-South Educational Research Association, Tuscaloosa, AL November 1996.

SP037108

BEST COPY AVAILABLE

Education Competencies: Graduates' and Supervisors' Perceptions

Even though there is not complete consensus, there is general agreement in the teacher education community that there is a general knowledge base that is important to teach in preservice training in order to have well-prepared beginning teachers (Ayers, 1988; Behar-Horentstein, 1994; Clark, Smith, Newby, & Cook, 1985; Cochran, 1993; Darling-Hammond, 1991; Ferguson & Womack, 1993; Galuzzo & Pankratz, 1990; Shannon, 1994; Shulman, 1987; Shulman, 1986; Strom, 1991). Some terminology differences exist, but most teacher educators agree that their students need to learn the important information in a content area, learn the important general pedagogical knowledge, and learn the pedagogical knowledge specific to their content area. In addition, they need to learn general classroom management skills (Darling-Hammond, 1991; Shulman, 1987).

As mentioned previously, many studies have investigated what teacher educators believe is important for beginning teachers to have learned in their teacher education program. However, there is a decided lack of information about the teaching skills and teaching knowledge new teachers believe to be important preparation for teaching. As part of a teacher education program evaluation in a southeastern university, beginning teachers and student teaching supervisors were surveyed to determine their perceptions of the importance of various educational competencies and the university's consequent effectiveness of teaching those skills and

knowledge (with implications of how effectively the graduates learned these educational competencies).

Even though there is a growing body of evidence of "what" professional educators believe preservice teachers need to learn, there is very little known about "how" students in preservice teacher education preparation programs actually learn to teach (Graber, 1995). Darling-Hammond (1991) reviewed research which demonstrated that education coursework does have a positive impact on later teaching performance. The teacher education program influences newly graduating teachers through both professional education courses and the student teaching component. Newly graduated teachers often report that they learned more from practicum experiences and student teaching than from professional education courses, but their actual teaching performance indicates that the professional education coursework is actually very important in learning to become a teacher (Graber, 1995; Shannon, 1994). In fact, new teachers often demonstrate conflicting teaching behaviors as a result of being influenced on the one hand by theoretical university professors and on the other hand by practical supervising teachers (Shannon, 1994). Some new teachers express their frustration in trying to learn the skills of teaching and report just trying things to see what works (Graber, 1995). Other teachers insist they use techniques and practices that they develop themselves and that have not been specifically taught to them (Clark, et al., 1985).

Kennedy (1991) found that teachers basically teach in the same way they were

taught, indicating the 16 or more years they spent as a student provided an extensive internship for indoctrination in teaching practices. It appears that Clark et al. (1985) were correct in stating that beginning teachers learn teaching behaviors from a variety of sources, including, but not limited to, the teacher education program.

Teacher education professionals emphasize that even though teaching is basically a learned behavior (Ayers, 1988; Shulman, 1987), it is not enough to simply learn teaching skills or learn a specific content well (Ferguson & Womack, 1993; Grossman, 1989; Kennedy, 1991; Shulman, 1986). Teaching ultimately involves a teacher deciding what is important for students to learn and devising a strategy for transforming and translating what is known by the teacher into something that becomes known by the students (Fenstermacher, 1986; Grossman, 1989; Shulman, 1987). In fact, Behar-Horenstein (1994) states that a teacher's primary role is in helping students make sense of the world around them. Ayers (1988) proposes also that teachers need compassion, understanding, imagination, and judgment in addition to knowledge of their subject matter and research-generated knowledge of teaching practices. Cochran, DeRuiter, and King (1993) emphasize the constructivist nature of learning to teach. They propose that pedagogical content knowledge develops over time as a result of classroom experience. Content knowledge and pedagogical knowledge combined with experience result in teachers constructing their own knowledge of how to teach their subject, which may explain why Clark et al. (1985) found that teachers rely on their own ideas as much as formal training in developing

their teaching practices.

Teaching is more than the sum of the parts of content knowledge, pedagogical knowledge, pedagogical content knowledge, and classroom management skills. Some of the parts may even change over time as best practices are devised to help students learn better and as content continues to grow. But, even though the knowledge base of teaching is in a constant state of flux (Ayers, 1988), not fixed and final (Shulman, 1987), there are knowledge and skills that teacher educators, practicing teachers, and novice teacher education graduates believe are important. There is a considerable literature already cited which outlines what professional teacher educators believe is important in order to become a teacher. This study is a preliminary attempt to determine what supervising teachers and novice teacher education graduates believe is important for successful teaching and an evaluation of how well their teacher education program prepared the teacher education candidates in these areas.

Method

Participants

Two-hundred and fifty-one undergraduate education degree graduates for the 1992 to 1993 academic year were sent surveys about their educational experiences at Morehead State University (MSU). Supervisors of these graduates were also sent surveys if the College of Education and Behavioral Sciences (CEBS) was granted permission to contact them.

Materials

Teacher Education Graduates Survey. This survey consisted of demographic items, such as sex, race, employment, and locale of employment, etc., and the name of address of the graduate's supervisor. There were 25 items relating to the students' preservice preparation as teachers. The items were in a Likert format with responses from 1, not important/effective, to 4, very important/effective. (That is, the students rated both the importance of the statements and the effectiveness of the training.) Question 26 requested respondents to indicate areas in which the teacher education program needed improvement, such as subject matter speciality, teaching skills, field experiences, and internship. Questions 27 and 28 requested respondents to indicate the strengths and weaknesses of their program. Questions 29 to 32 asked respondents to rate the difficulty of their teacher education courses, as well the training in their major, professional education courses, and in the Kentucky Education Reform Act (KERA). Question 33 asked the respondents to indicate whether they had a mentor. (See Appendix A for graduates' survey.)

Employer Assessment Survey. This survey included demographic items such as gender, name, and name of supervisee, etc. The survey assessed similar items as did the graduates' survey and was in a similar format. However, there were 27 items presented in a Likert format. Question 28 asked supervisors how the CEBS could improve the teacher education program in the following areas: subject matter speciality, teaching skills, field experiences, internship, and KERA. Question 29

asked for any general comments they wished to make about their supervisee of the MSU teacher education program. (See Appendix B for the supervisor's survey.)

Procedure

Two-hundred and fifty-one surveys were mailed to teacher education graduates for the period 1992 to 1993. Surveys were also sent to supervisors for whom the CEBS received permission to contact. All respondents (graduates and supervisors) were provided with a stamped self-addressed return envelope. Due to funding allocations at the time of the study, only one follow-up mailing was conducted for non-respondents. Telephone calls were made to those graduates in the MSU service region who did not respond to the second mailing.

Results

The results of the supervisor's survey will not be reported at this time. The number of supervisor respondents was small and inconsistent regarding how many students each had supervised. Supervisor surveys will not be used unless each has had five to ten students as a basis for their responses. Therefore these results only pertain to student reponses.

Demographics

Fifty-seven of two hundred forty-four 1992-93 teacher education graduates returned surveys for a response rate of about 23%. Ninety-five percent of the respondents were females who had completed their undergraduate degrees at the University (54 of 57). The modal academic major was elementary education (48 of

57); nine respondents were middle school education majors and four had majored in special education. All respondents were White; 62% were employed full-time, 38% were part-time and two respondents did not answer the question. Forty-seven of the group reported they were working in their major field (87%) whereas seven were employed in other fields and three alumni left the question blank. As expected, the majority of teachers (45 of 57) were employed within the University's twenty-two county service region; five were employed in another state, two, in other Kentucky counties; and five alumni did not answer the question. Only six respondents reported working in an urban environment. The remaining alumni responses were fairly evenly split between rural (22) and small town (23) work environments. Forty-two percent of all alumni (24) had attended their undergraduate institution for some graduate work. At the time of the survey, 36 were continuing their education; 33 were continuing in graduate study and 3 were continuing as undergraduates in another field.

Evaluation of Undergraduate Competencies

In order to evaluate four Undergraduate Competencies common to all alumni having completed the University's teacher education program at the baccalaureate level, respondents were asked to rate a series of instructional activities or strategies specific to each competency first as to perception of the module's importance to preservice preparation (1-Not Important to 4-Very Important) and second to rate the effectiveness of their preparation with respect to that activity (1-Ineffective to 4-Very Effective). The competencies rated were Planning Instruction, Implementing

Instruction, Implementing Evaluation/Assessment, and Developing Professional Behavior.

Figure 1 displays the relative percentages of alumni who rated each of four components of the Planning Instruction Competency as "Important or Very Important" compared to the percentages of those alumni who rated the same components as "Effective or Very Effective" parts of their preservice education. The four components evaluated were :

> Planning and writing lessons (e.g., flexibility in activities, clarity of plans, time allocation for activities)
>
> Developing clearly stated instructional objectives
>
> Putting subject matter in a sequential order
>
> Designing and organizing instructional activities to enhance learning.

As may be seen from the figure, 100% of raters reported that "Designing and organizing instructional activities to enhance learning" (Design) was an "Important or Very Important" component of the Planning Instruction Competency whereas about 81% considered that component "Effective or Very Effective" in their preservice preparation. About ninety-three percent of alumni considered "Planning and Writing Lessons" (Lesson Plans), "Developing clearly stated instructional objectives" (Clear Objectives), and "Putting subject matter in a sequential order" (Sequence) as "Important or Very Important". Slightly more than 82% rated "Clear Objectives" as "Effective or Very Effective" compared to about 80% and 78%, respectively, of

respondents rating "Lesson Plans" and "Sequence" similarly effective. (See Appendix 2 for survey response frequencies and percentages.)

Alumni evaluated the second competency, Implementing Instruction, with respect to six components:

Applying learning theory and principles of learning

Managing learning behavior (e.g. reinforcing appropriate behavior, preventing misbehavior, controlling misbehavior, and discipline)

Using a variety of instructional techniques to motivate and accommodate differences in learning styles and abilities among students

Understanding human development, various customs, values, and diverse cultural backgrounds of students

Demonstrating sensitivity to contemporary democratic issues such as racism, sexism, and ageism (e.g. treating all students equitably, selecting unbiased resources, and using nonstereotypical language)

Using community resources to enhance student learning.

Inspection of Figure 2 presents an overview of these six components with respect to the respondents' perception of their importance to the preservice competency "Implementing Instruction" versus their perception of the effectiveness of that preparation. Referring to the figure, it is apparent that "learning theories" was perceived as the least important component of "Implementing Instruction" (75% rated the component as "important" or "very important" although 71% rated the effectiveness of the component "effective" or "very effective"). In contrast, components on "Instructional Variety", "Managing Learning Behaviors", and using

"Community Resources" were judged to be "important" or "very important" by 98%, 95%, and 91% of respondents, respectively, versus 84%, 76%. and 61% of alumni who considered those components to have been "effective" or "very effective" in their preparation.

Figure 3 displays respondent "Importance" versus "Effectiveness" ratings of five components of a third undergraduate competency, "Implementing Evaluation/Assessment".

The five components were:

> Designing or selecting valid and reliable evaluation instruments suitable to instructional objectives and the conceptual level of the student
>
> Conducting and using observation techniques to evaluate student progress or student behavior (e.g. the use of rating scales, checklists, or anecdotal records)
>
> Using evaluation including performance assessment for making instructional decisions (e.g. for review, grouping of students, remedial work, placement)
>
> Using a variety of evaluation devices or activities for progress reports, feedback, or grading
>
> Evaluating student growth on a continuous , systematic basis

Inspection of the figure reveals that although nearly all respondents perceived the five components as "Important" or "Very Important" (becoming familiar with a "Variety of Evaluation Devices", "Systematic Evaluation", both 96%, "Reliable Evaluation Instruments, 94%, using "Observation Techniques" and "Using Evaluation Including Performance Assessment", both 91%, far fewer alumni considered those

components "Effective" or "Very Effective" in their preservice preparation. In fact, none of the components were judged by more than 74% of respondents to have been "Effective" or "Very Effective" preparation. Seventy-four percent of alumni rated becoming familiar with a "Variety of Evaluation Devices" was "Effective" or "Very Effective" and 72% reported using "Observation Techniques" to be "Effective" or "Very Effective". The effectiveness of "Systematic Evaluation", "Evaluation Including Performance Assessment", and characterizing "Reliable Evaluation Instruments" were rated "Effective" or "Very Effective" by 68%, 65%, and 63% of respondents, respectively.

The final competency evaluated, "Developing Professional Behavior" consisted of 10 components:

Evaluating one's own instructional skills through gathering, interpreting, and using data for self improvement

Establishing and maintaining effective working relationships with colleagues and other individuals encountered in professional situations

Encouraging students feelings of self-worth

Accepting constructive criticism and using suggestions for professional improvement

Developing and maintaining effective teacher/student relationships

Developing skill in verbal and written communication

Understanding the value of reflecting a professional appearance

Understanding the value of participating in professional groups or activities

Developing knowledge of subject matter

Managing materials, facilities, and the program.

Figure 4 presents a comparative overview, component by component, of the percent of respondents rating each factor "Important" or "Very Important" parts of the competency versus the percent of respondents judging that component an "Effective" or "Very Effective" part of preservice preparation.

On inspection of the figure it is readily apparent that the most agreed upon component of the competency "Developing Professional Behavior" was "Developing knowledge of the subject matter". Although all respondents judged the component "Important" or "Very Important" (100%), only 89% rated the component "Effective" or "Very Effective" in their preservice preparation. At the lower end of consensus among respondents regarding this competency, understanding the value of participating in "Professional Groups" or activities, was rated "Important" or "Very Important" by only 82% of alumni and 80% reported that the emphasis was "Effective" or "Very Effective". All remaining components of "Developing Professional Behavior" were rated "Important" or "Very Important" by more than 90% of the respondents.

In descending order of remaining importance rating percents, 98% of alumni judged "Developing Communication Skills" "Important" or "Very Important" and 91% considered that component of "Developing Professional Behavior" "Effective" or "Very Effective". Whereas 96% of respondents rated the emphasis on the

"Importance of relationships with colleagues" and "Managing materials" to be "Important" or "Very Important", 78% and 75%, respectively, considered those components of "Developing Professional Behavior" "Effective" or "Very Effective". Although 95% of respondents agreed that emphasis on "Enhancing student self-worth" was "Important" or "Very Important", seven percent fewer alumni (87%) rated the component "Effective" or "Very Effective".

Of the four remaining competency components, three were judged by 93% of respondents to be "Important" or "Very Important". These were "Evaluating one's own instructional skills through gathering, interpreting, and using data for self-improvement"; "Developing and maintaining effective teacher/student relationships"; and "Understanding the value of reflecting a professional appearance". There was, however, a wide disparity in percentage of alumni rating the effectiveness of the three components. Sixty-two percent of respondents rated "Evaluating one's own instructional skills .." as "Effective" or "Very Effective", a 30% difference, whereas 82% and 95%, respectively, so rated "Developing teacher/student relationships" and "Understanding the value of reflecting a professional appearance", differences of 11% below one component's importance rating (Developing teacher/student...) and 2% above "....professional appearance". Finally, although 91% of alumni considered "Accepting constructive criticism and using suggestions for professional improvement" "Important" / "Very Important" , only 82% reported the component to have been "Effective" / "Very Effective".

Structured Comments

Respondents were asked "Based upon your professional experience, in what ways could we improve our program regarding:

Subject matter specialty?

Teaching skills?

Field experiences?

Internship?"

Of 42 alumni comments received regarding improvement of subject matter, 14 (33%) suggested less theory; 9 (21%) suggested more field experience; 7 (17%) specified the need for an improved curriculum; 6 (14%) suggested more KERA training and an additional 6 alumni (14%) considered the curriculum "fine, as is".

Forty-six respondents commented regarding improvement of teaching skills. Again, more hands-on experience (16 or 35%) and more KERA training for beginning teachers was suggested (8 or 17%). An additional eleven respondents reported the teaching skills portion of their training was "fine, as is" (24%) whereas 7 suggestions were made for additional training in specific skills (15%) and 4 (9%) suggested other changes in the curriculum.

Ninety-one percent of comments on field experiences were suggestions to increase the time spent on field experiences, to make the experiences more real, or to increase hands-on experiences and to decrease observation time. Only 4 respondents claimed field experiences were "fine, as is".

Although 45 alumni made comments regarding internships, there was no clear pattern in responding other than 42% (19) suggested that the internship program be "revised"; 18% (8) considered internship "fine, as is"; 6 suggested that student teaching be made an internship (13%). Other responses included comments that the "internship was not completed" (7 or 16%), suggestions that internships be discontinued (3 or 7%) and suggestions that more help be given students in locating internships (2 or 4%).

Strengths and Weaknesses of the Teacher Education Program

Fifty-three alumni responded to a request to comment on the strengths of their teacher education preparation. Two major strengths identified were the student teaching experience (28 or 53%) and exposure to a variety of teaching methods (18 or 34%). (See Appendix for all categorical frequencies.) With respect to perceived weaknesses of the program, 18 of 51 respondents (35%) regarded the curriculum as weak; 16 (31%) claimed field or hands-on experience was lacking and an additional 9 and 8 respondents, respectively, stated too little behavior management techniques were taught and too little regarding KERA.

Overall, 74% (40 of 54) reported that undergraduate teacher education courses were "not difficult" or were "somewhat difficult". Seventy-eight percent (43 of 55) reported that their preparedness in their field was "good" or "excellent"; 87% (48 of 55) considered their preparation for teaching to have been "good" or "excellent" whereas 56% (19 of 34) regarded their training in KERA to have been "good" or

"excellent". Thirty-eight respondents regarded a faculty member as a mentor.

Discussion

The primary purpose of the present study was to generate a report card on teaching for internal use by the teacher education program for evaluation and planning. Although making these results public is somewhat risky for the university (admitting everything is not perfect on the homefront), the process is also a valuable one for identifying component areas which may need improvement and in generalizing the self-evaluation process to other university programs.

The approach we took in evaluating the data was to determine the discrepancy between how important a teacher competency was judged to be compared to how effectively the university taught the teacher education student the competency. It is assumed that areas of concern are competencies which most of the students felt were important or very important (80% to 100% of respondents) but which were not taught at the effective/very effective level (less than 80% of respondents). On a positive note, a great majority of respondents (80% to 100% on most components) indicated that the competencies required in the teacher education program are important or very important. In addition, at least 60% of respondents judged the competencies to have been taught effectively or very effectively. The initial areas of concern are where 80% or more of the respondents expressed the belief that the component was important or very important, and less than 80% judged the component as having been effectively or very effectively taught. Component areas which fewer than 80% of

students targeted were important or very important probably have to be addressed separately. First, there is the philosophical question for the faculty of whether the component is actually an important competency and then there is the issue of whether the component can be made more teachable for the faculty and learnable for the students.

In the competency of "Planning Instruction", over 90% of the respondents felt that the component "sequencing instruction" was important or very important, but fewer than 80% felt the instruction had been effective or very effective. The component of developing lesson plans barely made the internal criteria cutoff of 80% reporting effective or very effective instruction. In the competency of "Implementing Instruction", over 80% of respondents indicated the following components were important or very important but less than 80% felt the instruction had been effective or very effective: managing learning behavior, understanding human development, demonstrating sensitivity to contemporary democratic issues, and using community resources to enhance student learning. It was particularly distressing that within this competency, only 75% of the students perceived learning theories to be important or very important (only 71% reported that the instruction in learning theories had been effective or very effective). Apparently, students are not learning enough about learning theory to even realize the pedagogical implications of this competency.

The first competencies listed in the planning and instructional area are primarily of pedagogical knowledge and pedagogical content knowledge. Certainly,

learning to plan instruction is extremely important for students in the teacher education program. Planning itself is the key to guiding what is taught in schools (Behar-Horentsein, 1994; Darling-Hammond, 1991; Shulman, 1987) and teaching should not be approached as an afterthought (Graber, 1995.)

The competency rating of "Implementing Evaluation and Assessment" is extremely troublesome, due to the fact that all components were judged important or very important by over 90% of respondents but less than 80% felt that any of the components were taught effectively or very effectively. The components in the evaluation/assessment competency were: designing and selecting valid and reliable evaluation instruments, conducting and using observation techniques to evaluate student progress, using evaluations including performance assessments for making instructional decisions, using a variety of evaluation devices or activities for progress reports, feedback, and grading, and evaluating student growth on a continuous, systematic basis. This competency has great importance for program change. There is currently no undergraduate course in the teacher education program in assessment or evaluation. Obviously, even though students believe this is of great importance to them, they do not believe this competency is being taught effectively in the present curriculum.

The last competency to be evaluated was "Developing Professional Behavior". Only three of the ten components in this competency were judged to be both important or very important but effective or very effective by less than 80% of the

respondents: evaluating one's own instructional skills through gathering, interpreting, and using data for self improvement, establishing and maintaining effective working relationships with colleagues, managing materials, facilities, and the program.

In response to the question regarding how the teacher education program could be improved, several students mentioned more hands-on, practicum experiences and improvement of their subject matter specialty. This reflects other research which indicates students believe they learn more from practicum than classroom experiences, even though observation of their actual classroom teaching practices indicate they have learned more from their traditional classes than they report (Graber, 1995; Shannon,1994; Shulman, 1986).

In an open comment, the majority of respondents (53%) felt their student teaching experience was a strength of their teacher preparation program. Additionally, 34% stated that they felt it was a strength that they had been exposed to a variety of teaching methods. An evaluation of perceived weaknesses reveals that respondents thought the curriculum was weak, and provided too little instruction in behavior management techniques. An important finding was that 74% of students reported their education courses were either not difficult or only somewhat difficult. This may relate to the sample of students being primarily elementary education majors. A follow-up to this study will explore whether this is also true for all education majors or principally elementary education majors.

Fenstermacher (1986) reminds us that the goal of teacher education is not to

indoctrinate prospective teachers to behave in rigidly learned ways, but to provide opportunities for them to learn to reason well about the teaching process. Teachers need a broad knowledge of various disciplines coupled with general pedagogical knowledge and specific pedagogical content knowledge in order to learn their trade and to be able to evaluate their own progress in that direction.

The present study is a preliminary evaluation of one university's teacher education program. An additional two years of data will be used to begin to analyze trends and determine supervising teachers' perceptions as compared to students' perceptions of the importance and effectiveness of the competencies of the teacher education program. Additionally, the competencies will be cross-referenced to the "New Teacher Standards" which have recently been developed by the Kentucky Department of Education.

References

Ayers, W. (1988). Fact or fancy: The knowledge base quest in Teacher Education. Journal of Teacher Education, 39, 24-29.

Behar-Horenstein, L.S. (1994). What's worth knowing for teachers? Educational Horizons, 73, 37-46.

Clark, D.C., Smith, R.B., Newby, T.J., & Cook, V.A. (1985). Perceived origins of teaching behavior. Journal of Teacher Education, 36, 49-53.

Cochran, K.F., DeRuiter, J.A., & King, R.A. (1993). Pedagogical content knowing: An integrative model for teacher preparation, Journal of Teacher Education, 44, 263-272.

Darling-Hammond, L. (1991) Are our teachers ready to teach? Newsletter of the National Council for Accreditation of Teacher Education, 1, 6-7, & 10.

Fenstermacher, G. (1986). Philosophy of research on teaching: Three aspects. In M.C. Wittrock (Ed.), Handbook of research on teaching, 3rd ed. (pp.37-49). New York: Macmillan.

Ferguson, P., & Womack, S.T. (1993). The impact of subject matter and education coursework on teaching performance. Journal of Teacher Education, 44, 55-63.

Galuzzo, G.R., & Pankratz, R.S. (1990). Five attributes of a teacher education program knowledge base. Journal of Teacher Education, 41, 7-14.

Graber, K.C. (1995). The influence of teacher education programs on the

beliefs of student teachers: General pedagogical knowledge, pedagogical content knowledge, and teacher education course work. Journal of Teaching in Physical Education, 14, 157-178.

Grosman, P.L. (1989) A study in contrast: Sources of pedagogical content knowledge for secondary English. Journal of Teacher Education, 40, 24-31.

Kennedy, M.M. (1991). Some surprising findings on how teachers learn to teach. Educational Leadership, 49, 14-17.

Shannon, D.M. (1994). The development of preservice teacher knowledge. The Professional Educator, 17, 31-39.

Shulman, L.S. (1987). Knowledge and teaching: Foundations of the new reform. Harvard Educational Review, 57, 1-22.

Shulman, L.S. (1986). Those who understand: Knowledge growth in teaching. Educational Researcher, 15(2), 4-14.

Strom, S. (1991) The knowledge base for teaching. ERIC Clearinghouse on Teacher Education. (Washington, D.C.) (ED#330677).

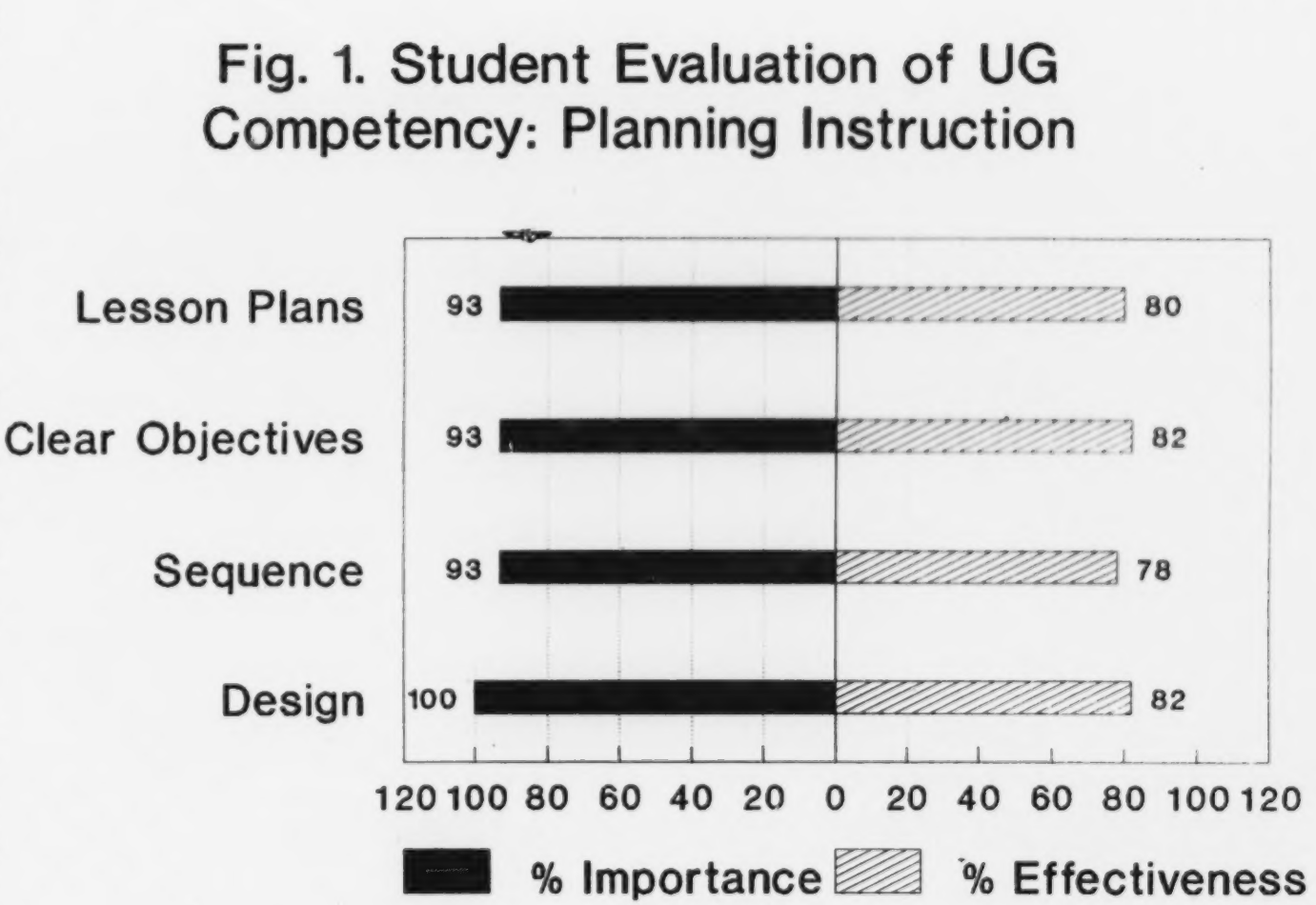

Fig. 1. Student evaluation of the undergraduate competency *planning instruction*: percent of respondents rating planning instruction as important or very important vs. effective or very effective.

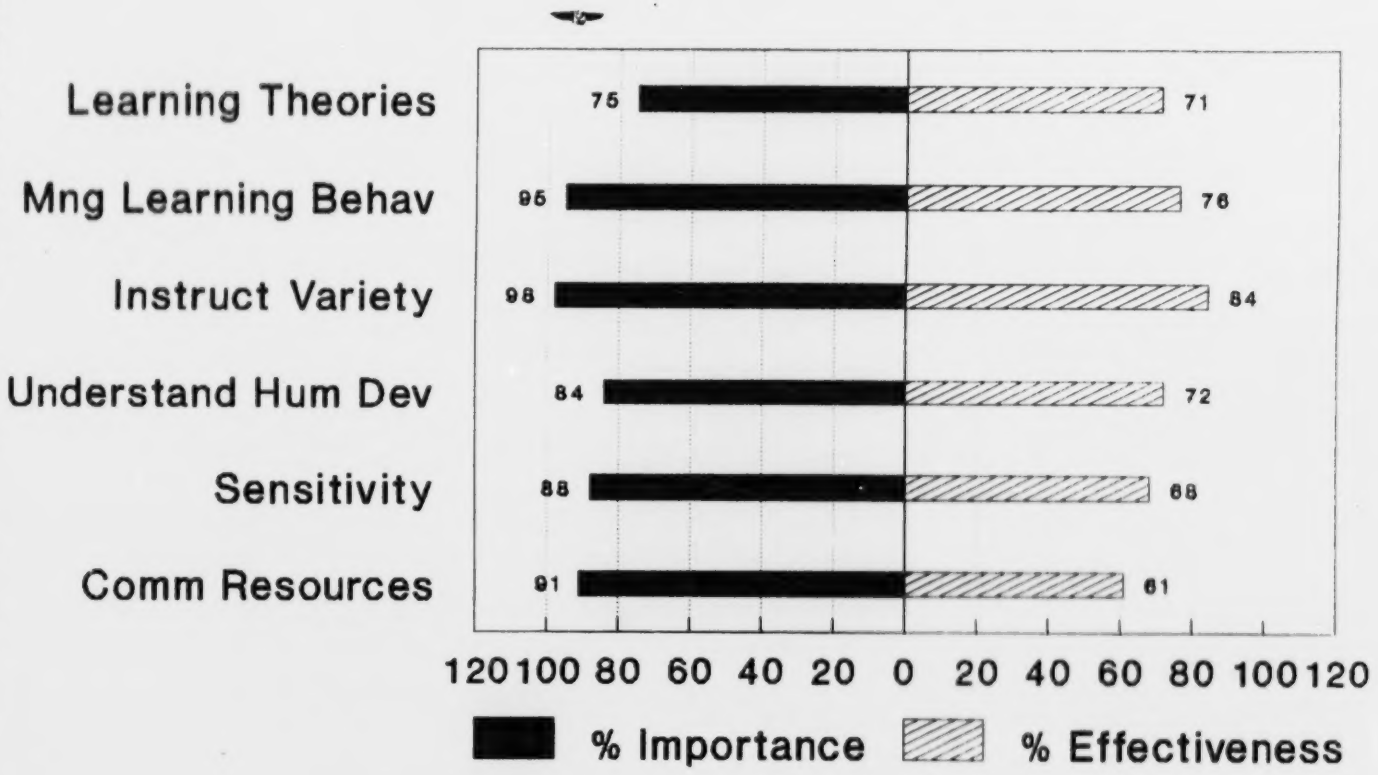

Fig. 2. Student evaluation of the undergraduate competency *implementing instruction*: percent of respondents rating implementing instruction as important or very important vs. effective or very effective.

Fig. 3. Student evaluation of the undergraduate competency *implementing evaluation assessment*: percent of respondents rating implementing evaluation assessment as important or very important vs. effective or very effective.

Fig. 4. Student Evaluation of UG Competency: Develop Professional Behav.

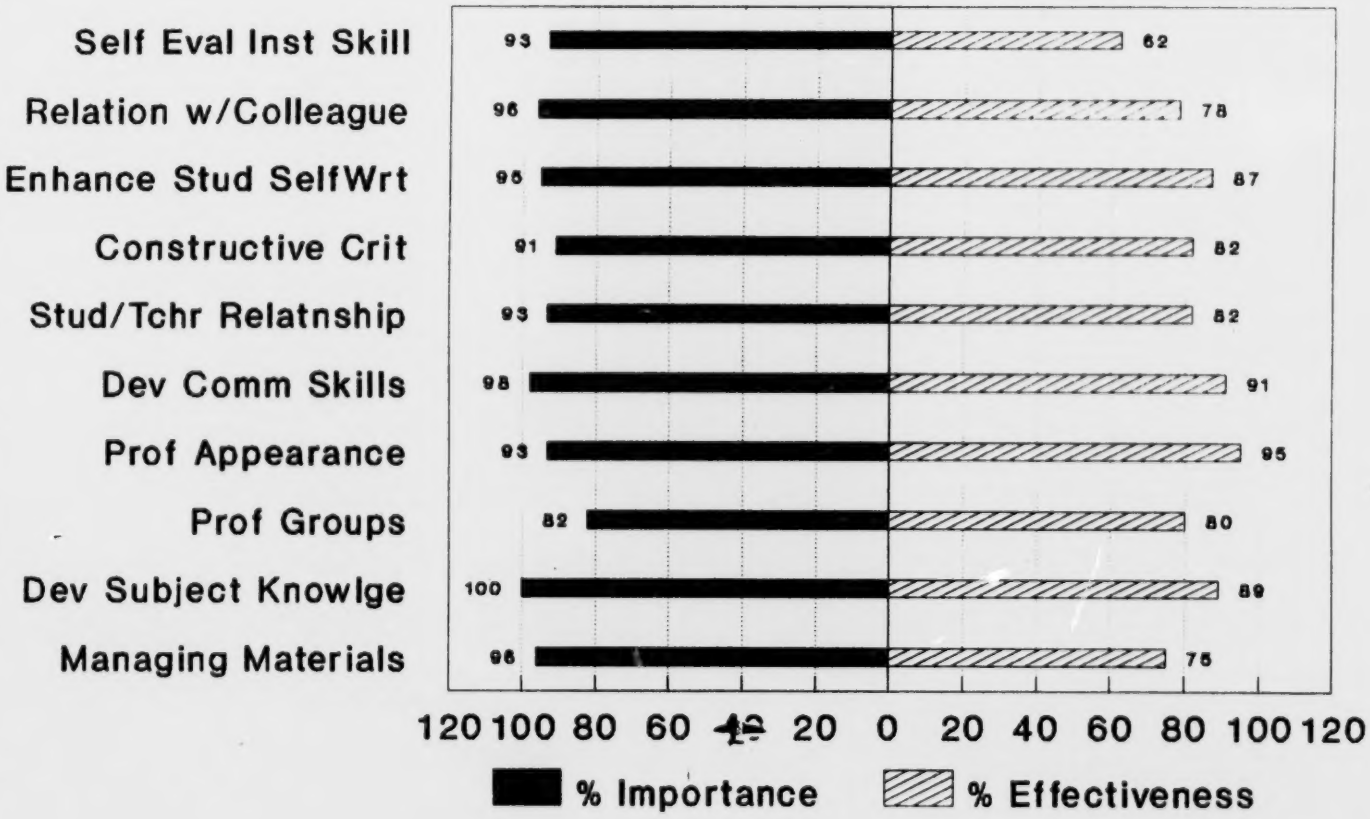

Fig. 4. Student evaluation of the undergraduate competency *developing professional behavior*: percent of respondents rating developing professional behavior as important or very important vs. effective or very effective.

Appendix A

(Code#___)

TEACHER EDUCATION GRADUATES SURVEY
Part I Basic Information
Morehead State University

Name_____ Major_____

Address_____ Minor_____

_____ Area of Concentration_____

Phone (____)_____

Sex:___ M___ F

How many years did you attend MSU? (check)
1 year_____2 years_____
3 years_____ 4 years_____
5 or more years _____
As an undergraduate_____
and/or graduate student_____

Racial/Ethnic Group:
African-American_____Asian-American_____Native American _____
Mexican-American_____Hispanic_____Caucasian_____Other_____

Are you employed full-time?_____part-time?_____If so, how many hours per week?_____
Are you unemployed and seeking a job?_____not seeking a job?_____
Have you received a firm job offer but not yet started work?_____
Are you continuing your education as an undergraduate student in another field?_____or continuing your education as a graduate student?_____
Are you working in your field of study?_____yes_____no

Name of School/Employer_____

Supervisor/Title_____

Address_____

_____

Phone_(____)_____

In which of the following types of schools do you teach?

Elementary_____Middle/Junior High_____Senior High_____
Both Junior and Secondary High_____Other (Specify)_____

Indicate the area where your school is located:

Inner City_____Urban_____Surburban_____Small Town_____
Rural_____Other (specify)_____

As a part of this survey, we would like to contact your immediate supervisor in order to receive feedback on issues relevant to your training and performance. If we have your approval to proceed, please sign and date the form below.

Signature_____Date_____

Part II Undergraduate Competencies

Directions: For each of the items below, circle the number which reflects your evaluation or attitude regarding your preservice preparation. Please circle only one number for each item. Also note that you are to evaluate both the effectiveness and importance of your preservice preparation at MSU in each of the areas listed below.

4 - Very Important **3 - Important** **2 - Somewhat Important** **1 - Not Important**		**Very Effective - 4** **Effective - 3** **Somewhat Effective - 2** **Ineffective - 1**
	Planning Instruction	
4 3 2 1	1. Planning and writing lessons (e.g., flexibility in activities, clarity of plans, time allocation for activities)	1 2 3 4
4 3 2 1	2. Developing clearly stated instructional objectives	1 2 3 4
4 3 2 1	3. Putting subject matter in a sequential order	1 2 3 4
4 3 2 1	4. Designing and organizing instructional activities to enhance learning	1 2 3 4
	Implementing Instruction	
4 3 2 1	5. Applying learning theory and principles of learning	1 2 3 4
4 3 2 1	6. Managing learning behavior (e.g., reinforcing appropriate behavior, preventing misbehavior, controlling misbehavior, and discipline)	1 2 3 4
4 3 2 1	7. Using a variety of instructional techniques to motivate and to accommodate differences in learning styles and abilities among students	1 2 3 4
4 3 2 1	8. Understanding human development, various customs, values, and diverse cultural backgrounds of students	1 2 3 4
4 3 2 1	9. Demonstrating sensitivity to contemporary democratic issues such as racism, sexism and ageism (e.g., treating all students equitably, selecting unbiased resources, and using nonstereotypical language)	1 2 3 4
4 3 2 1	10. Using community resources to enhance student learning	1 2 3 4
	Implementing Evaluation/Assessment	
4 3 2 1	11. Designing or selecting valid and reliable evaluation instruments suitable to instructional objectives and the conceptual level of the student	1 2 3 4
4 3 2 1	12. Conducting and using observation techniques to evaluate student progress or student behavior (e.g., the use of rating scales, checklists, or anecdotal records)	1 2 3 4

4 - Very Important
3 - Important
2 - Somewhat Important
1 - Not Important

Very Effective - 4
Effective - 3
Somewhat Effective - 2
Ineffective - 1

4 3 2 1	13. Using evaluation including performance assessment for making instructional decisions (e.g., for review, grouping of students, remedial work, placement)	1 2 3 4
4 3 2 1	14. Using a variety of evaluation devices or activities for progress reports, feedback, or grading	1 2 3 4
4 3 2 1	15. Evaluating student growth on a continuous, systematic basis	1 2 3 4

Developing Professional Behavior

4 3 2 1	16. Evaluating one's own instructional skills through gathering, interpreting, and using data for self-improvement	1 2 3 4
4 3 2 1	17. Establishing and maintaining effective working relationships with colleagues and other individuals encountered in professional situations	1 2 3 4
4 3 2 1	18. Encouraging students' feelings of self-worth	1 2 3 4
4 3 2 1	19. Accepting constructive criticism and using suggestions for professional improvement	1 2 3 4
4 3 2 1	20. Developing and maintaining effective teacher/student relationships	1 2 3 4
4 3 2 1	21. Developing skill in verbal and written communication	1 2 3 4
4 3 2 1	22. Understanding the value of reflecting a professional appearance	1 2 3 4
4 3 2 1	23. Understanding the value of participating in professional groups or activities	1 2 3 4
4 3 2 1	24. Developing knowledge of the subject matter	1 2 3 4
4 3 2 1	25. Managing materials, facilities, and the program	1 2 3 4

26. Based upon your professional experience, in what ways could we improve our program regarding:

a. subject matter specialty?

b. teaching skills?

c. field experiences?

d. internship?

27. What do you consider to be the strengths of the teacher education preparation (e.g., teaching methods, student teaching) in your undergraduate program?

28. What do you consider to be the weaknesses of the teacher education preparation in your undergraduate program?

29. Overall, how difficult were the courses you completed in teacher education at MSU? (circle one)

a. Not at all difficult
b. Somewhat difficult
c. Difficult
d. Very difficult

30. Overall, how would you rate your preparation in your academic major/area of concentration? (circle one)

a. Excellent
b. Good
c. Average
d. Poor

31. Overall, how would you rate your professional education program in preparing you for teaching? (circle one)

a. Excellent
b. Good
c. Average
d. Poor

32. Overall, how would you rate your training in the Kentucky Education Reform Act (KERA)? (Circle one)

a. Excellent
b. Good
c. Avarage
d. Poor

33. Did you have a MSU faculty member that you would call a mentor?__yes__no

Appendix B

(Code#___)

Employer Assessment of
TEACHER EDUCATION GRADUATES
Morehead State University
Morehead, Kentucky

Name of Teacher _____Name of Respondent_____

Name of School _____Title of Respondent_____

Address & Phone_____

_____

Subject(s)Taught_____Date_____

Sex: __M__F

Are you a graduate of MSU? Yes_____ No_____
If yes, undergraduate ___ or graduate _____

What area? _____

Directions: For each of the items below, circle the number which reflects your evaluation or attitude regarding the teacher. Circle only one number for each item. The information you provide will be used to evaluate the teacher education program rather than the teacher. For each of the following, evaluate both the effectiveness and the importance of the teacher's preparation.

4 - Very Important
3 - Important
2 - Somewhat Important
1 - Not Important

Very Effective - 4
Effective - 3
Somewhat Effective - 2
Ineffective - 1

Planning Instruction

4 3 2 1	1. Planning and writing lessons (e.g., flexibility in activities, clarity of plans, time allocation for activities)	1 2 3 4
4 3 2 1	2. Developing clearly stated instructional objectives	1 2 3 4
4 3 2 1	3. Putting subject matter in a sequential order	1 2 3 4
4 3 2 1	4. Designing and organizing instructional activities to enhance learning	1 2 3 4
4 3 2 1	5. Selecting or developing instructional materials or media to enhance learning	1 2 3 4

Implementing Instruction

4 3 2 1	6. Applying learning theory and principles of learning	1 2 3 4
4 3 2 1	7. Managing learning behavior (e.g., reinforcing appropriate behavior, preventing misbehavior, controlling misbehavior, and discipline)	1 2 3 4

4 - Very Important
3 - Important
2 - Somewhat Important
1 - Not Important

Very Effective - 4
Effective - 3
Somewhat Effective - 2
Ineffective - 1

4 3 2 1	8. Using a variety of instructional techniques to motivate and to accommodate differences in learning styles and abilities among students	1 2 3 4
4 3 2 1	9. Encouraging students' feelings of self-worth	1 2 3 4
4 3 2 1	10. Understanding human development, various customs, values, and diverse cultural backgrounds of students	1 2 3 4
4 3 2 1	11. Demonstrating sensitivity to contemporary democratic issues such as racism, sexism and ageism (e.g., treating all students equitably, selecting unbiased resources, and using nonstereotypical language)	1 2 3 4
4 3 2 1	12. Using community resources to enhance student learning	1 2 3 4
	Implementing Evaluation	
4 3 2 1	13. Designing or selecting valid and reliable evaluation instruments suitable to instructional objectives and the conceptual level of the student	1 2 3 4
4 3 2 1	14. Conducting and using observation techniques to evaluate student progress or student behavior (e.g., the use of rating scales, checklists, or anecdotal records)	1 2 3 4
4 3 2 1	15. Using evaluation (including performance assessment) for making instructional decisions (e.g., for review, grouping of students, remedial work, placement)	1 2 3 4
4 3 2 1	16. Using a variety of evaluation devices or activities for progress reports, feedback, or grading	1 2 3 4
4 3 2 1	17. Evaluating student growth on a continuous, systematic basis	1 2 3 4
	Developing Professional Behavior	
4 3 2 1	18. Evaluating one's own instructional skills through gathering, interpreting, and using data for self-improvement	1 2 3 4
4 3 2 1	19. Establishing and maintaining effective working relationships with colleagues and other individuals encountered in professional situations	1 2 3 4
4 3 2 1	20. Accepting constructive criticism and using suggestions for professional improvement	1 2 3 4
4 3 2 1	21. Developing and maintaining effective teacher/	1 2 3 4

student relationships

4 - Very Important 3 - Important 2 - Somewhat Important 1 - Not Important		**Very Effective - 4 Effective - 3 Somewhat Effective - 2 Ineffective - 1**
4 3 2 1	22. Exhibiting skill in verbal and written communication	1 2 3 4
4 3 2 1	23. Reflecting a professional appearance and manner	1 2 3 4
4 3 2 1	24. Participating in professional groups or activities	1 2 3 4
4 3 2 1	25. Demonstrating knowledge of the subject matter	1 2 3 4
4 3 2 1	26. Managing materials, facilities, and the program	1 2 3 4
4 3 2 1	27. Displays appropriate ethical behavior	1 2 3 4

28. To prepare a better teacher, in what ways could we improve our program regarding:

a. subject matter specialty?

b. teaching skills?

c. field experiences?

d. internship?

e. KERA?

29. Please make general comments on any items not included above.